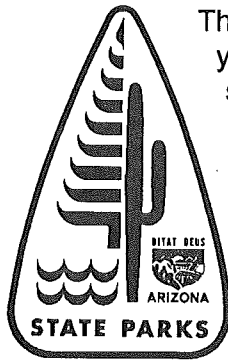


A DAY AT SCHOOL IN THE ARIZONA TERRITORY



The Old Tubac Schoolhouse living history program invites you to become a part of the past. The program combines seven years of research and development with the sights, sounds, smells, textures and even the tastes, of a territorial period schoolday. We're sure that your class will enjoy adding the motion and style to make history live. Arizona State Parks would like to extend appreciation to Cynthia Krug, Programs Coordinator.

Bob Barnacastle, Park Manager

**Old Tubac Schoolhouse
Living History Program
Tubac Presidio State Historic Park**

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A DAY AT SCHOOL IN THE ARIZONA TERRITORY
Old Tubac Schoolhouse
Living History Program
1991

Layout, Typesetting and Design by Sunpoint Studio, Tubac, AZ
Printed on 100% Recycled Paper

TUBAC PRESIDIO STATE HISTORIC PARK
P.O. BOX 1296
TUBAC, AZ 85646
602 398-2252

INTRODUCTION

How To Use This Booklet

This booklet will assist you in planning and preparing for the second, third and fourth phases of the Old Tubac Schoolhouse living history program at Tubac Presidio State Historic Park. Phase one, the orientation, will be conducted by a Park Ranger at the Old Tubac Schoolhouse, about one month prior to the re-creation of a territorial period school day. As the teacher, working with students, parents and other community resources for completing phases two, three, and four (preparation, implementation and follow-up), you will develop an empowered and motivated group, ready to have their day in history.

Core materials in this booklet such as the program overview, typical territorial school day, and history of the Old Tubac Schoolhouse, etc., should be carefully read by each teacher participating in the living history program. The appendices provide additional information that can be useful for tailoring your program. The "Suggestions for Teachers" section of the "1882 Superintendent's Report and Curriculum" (Appendix B) is particularly informative and, at times, humorous.

Possible study questions appear with the teacher's hand bell throughout the booklet.

Acknowledgements

Many Southern Arizona educators have contributed to the development of this living history program. It was first conducted by Mary Lou Baldy's class from Sahuarita in 1973. Acacia (formerly Vail) Elementary School teacher Sherral Donovan and her classes have been coming to the park for the program since it was revived as a regular park interpretive program in 1986. The sample evaluation formats are adapted from her models.

The Arizona Historical Society, Yuma division, provided two of the historic schoolhouse photos, and the Tucson division shared copies of folk remedies, proverbs, punishments, and instructions to teachers with us as provided them from various sources.

Libraries across the country provided leads and loaned original period textbooks to aid us in developing an authentic curriculum.

Production of this booklet was made possible by the Arizona State Parks Publications Fund.

A Request from the Program Coordinator

Teacher, student and parent evaluations over the past six years have yielded many valuable suggestions for enhancing the Old Tubac Schoolhouse Living History Program. Please extend your evaluation to include a critical study of this booklet.

PROGRAM OVERVIEW

Goal: Cultural, historical and environmental appreciation of the past, present and future of the region. Also, the application of basic skills such as reading, writing, problem solving, researching, and discovering.

Format: Living History - Orientation for and re-creation of an 1880s or 1890s school day in the Old Tubac Schoolhouse. The students will assume the names, identities, and activities of an actual Tubac student from the late 1800s.

Preparation: Orientation - One month in advance of the re-creation date, visit the site for a guided tour, the exploration of pertinent artifacts, and a "Strands Walk" (conducted by park ranger).

Development - Designate committees (made up of students, parents, and teacher) to be in charge of major program components and assign specific tasks for each (example: committees for Lunch, Lessons, Play, and Clean-up).

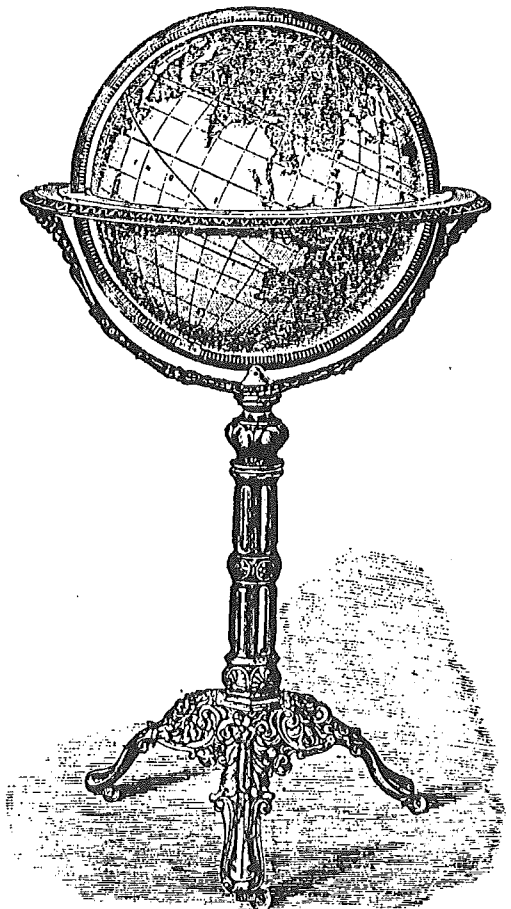
Conduct historical and biographical research at the Tubac Historical Society library (located on site) or other such facility.

Duplicate student lessons from period textbook master copies (the master copies must be returned to the park).

Assure production of individual chalkboards (cut pieces of masonite and spray with special "chalkboard" paint), lunch pails (coffee cans spray painted silver with a wire or rope handle attached), and period clothing (examples: long skirts with blouses, or dresses, for the girls — and jeans and a buttondown shirt for the boys. Poke bonnets were probably not worn in Tubac since it was a Hispanic community, but straw hats, hair ribbons, or shawls for the girls and straw hats, suspenders, and neckerchiefs for the boys are acceptable accessories). Absolutely no T-shirts (they would have been considered underwear during the period to be re-created).

Assure preparation of appropriate food, such as refried beans, beef jerky, tortillas, fresh fruit and vegetables, and homemade cookies for lunch. See History of Old Tubac Schoolhouse section for agricultural preferences of the period.

Follow-up: Complete debriefing exercises and evaluations.



Checklist for Program Plans and Materials

- ☐ Confirm orientation and program dates (allow one month between).
- ☐ Assign territorial period student names (as teacher you will be called Mrs. or Mr. Black).
- ☐ Obtain master copies of period textbooks from park for duplicating.
- ☐ Return above materials to park. (These are the only copies!)
- ☐ Organize student committees.
- ☐ Organize parent committees for supervision, and assistance with food, clothing, chalkboard, and lunch pail production.
- ☐ Monitor above committees to assure adequate selection/duplication of textbook lessons, and clothing and other props, for each participant.
- ☐ Arrange to have the bus stop a block (or more) away from Schoolhouse for actual re-creation. (Not necessary for orientation.)
- ☐ Conduct debriefing exercises at program's end.
- ☐ Complete program evaluations (and send copies to the park, please).



Arizona Territorial Period Class
circa 1900

Note: Please use this schedule as a guide to preparing your territorial school day lesson plans, etc..

Typical Territorial Period School Day

- **students arrive carrying lunch pails, and books in leather strap** (On the day of the actual re-creation, students should be dropped off at least a block away from entry gate, in order to have the sense of walking to school.)
- **class opens with a prayer and salute to the flag** (A moment of silence may be substituted for the prayer.)
- **lessons in math, geography, Spanish, discipline, etc.** (as duplicated from the period textbook lessons)
- **tardies punished** (historically, a lashing with a tree switch while leaning across a log, but symbolically only for the re-creation — maybe standing in the corner)
- **recess** (games of marbles, playing with tops, jumping rope, etc. — must be restricted to the area around the school building, with constant supervision)
- **recitations** (selections from the “Reader”)
- **lunch** (Weather permitting, all food and drinks should be enjoyed outside. Group is responsible for cleanliness of building and surrounding environs.)
- **spelling bee** (Students stand against the walls around the room. Notice the wear and tear of wainscoting on one side of room, probably from nervous bee participants. The other side was restored.)
- **visit from the county superintendent** (Perhaps a parent helper can play this role and discuss the “current” affair of forming and naming a new county, see “History of Old Tubac Schoolhouse” section.)
- **pack up, clean up, and depart** (clean floor, pick up any litter outside. If stove is used, sweep around it with the hearth broom, and assure fire is out. Have the bus parked a block away to give a sense of walking home.)

AND, FOR GETTING “BACK TO THE FUTURE” (1990s)

- **debriefing exercises on the bus** (To bring the students comfortably back to the 20th century: review the program, actively discuss the objectives and how they were reached, and how the program relates to each student's future.)

SITE CONSIDERATIONS & GROUP RESPONSIBILITIES

The Old Tubac Schoolhouse is part of Tubac Presidio State Historic Park and is located approximately 45 miles south of Tucson in the village of Tubac, just east of Interstate 19. The park is open daily from 8 am - 5 pm.

The original Old Tubac Schoolhouse classroom is the site for the re-creation. Other park facilities are available for planning, preparation, or supplemental activities. The best results are gained by focusing strictly on the schoolhouse and living history program. However, if a tour of the other park features is requested, we suggest doing so at the beginning of the orientation visit, rather than combining it with the re-creation. This approach (while encompassing a great deal and wide variety of historical information to be processed) will chronologically lead into the schoolhouse program.

The use of A/V or other electronic equipment should be kept to a minimum so as not to detract from the historic authenticity of the program. Modern media (TV/newspaper) coverage should be limited to one hour or less.

Some period furniture is on site. 1885 period desks, the original slate boards and reproductions of Washington's and Lincoln's portraits are always displayed in the Old Tubac Schoolhouse classroom. For the living history program, a teacher's hand bell, a hearth broom, lard bucket, period books, and a crockery water jug with spigot will be added. The added components must be removed by a park ranger at the program's end. Please advise the park staff of your departure time to facilitate their removal for safekeeping which will assure the availability of these items for the next group.

Materials such as period clothing, individual chalkboards and lunch pails are to be constructed by the students as part of the program preparation. Toys and games for recess must also be provided by your group. Any other materials or supplies introduced by your group should conform to the period being re-created, or be stored out of sight (in the stage alcove area rather than the cloakroom).

The group leader must:

- **provide** adequate adult supervision (one adult/six students) throughout each program (parent helpers should come in period clothing and can be occupied with knitting, quilting, stoking the fire, or lunch preparations during the re-creation);
- **coordinate** the making of individual "slate" boards, lunch pails, and period clothing;
- **help** to assure historic authenticity (including the bad with the good. Mr. Black's fate provides a good moral lesson - see History of Old Tubac Schoolhouse section);
- **allow** general public to view program;
- **provide** acknowledgement of Arizona State Parks/Tubac Presidio State Historic Park in any media coverage;
- **conduct** debriefing exercises at program's end (some students have shown slight signs of depression upon ending the program and returning to the realities of the 20th century).

HISTORY OF OLD TUBAC SCHOOLHOUSE

District 4, Tubac, was established in 1876 following petition by 10 Tubac residents to the Pima County Superintendent of Schools, who certified that there were approximately 30 pupils residing in the proposed district.

School began in 1877 in a store owned by Sabino Otero. Mr. T. Lillie Mercer taught the classes at one end of the store while dry goods, groceries and liquor were sold at the other end. As the first school teacher, Mercer received a salary of \$30.00 a month.

Tubac was at this time inhabited by mostly Mexican-born families that made their living upon small farms and ranches raising a few cattle and quantities of tomatoes, chilies, and melons. Some large ranches had extensive cattle industries. European-born Americans accounted for most of the village enterprise and grew vegetables not favored by the Mexican-born residents (carrots, beets, and cabbage). Everyone lived in adobe dwellings, some as old as the presidio (built in 1753).

Following the legal incorporation of the town in 1884, the residents began working for the construction of the school which was completed in 1885. Mrs. Sarah M. Black had come to Tubac in 1884 after teaching for two years at Oro Blanco, and taught Tubac students in a room at the hotel until the new building was finished.

There were from forty to fifty pupils the first year of school in the schoolhouse. Since most were of Mexican parentage, the Spanish language was included in the curriculum.

Apache raids were again plaguing Arizona residents at this time (Geronimo and a co-chieftan, Nachez [son of Cochise], had fled the controversial San Carlos Reservation). In Tubac, the raids were limited to the taking of livestock and horses, leaving the people unharmed yet economically debilitated. By 1886, Tubac commerce had been so suppressed by fear of the Apaches and the discontinued mining activity at Solero that the population declined considerably. The Tubac Scouts organized forces and successfully ended the Indian raids that had threatened Tubac's prosperity and security.

The number of pupils attending the school at Tubac continued to increase throughout the 1890s (1892-1893 school year, 118 students of which 24 were foreign born and 87 were of foreign born parents; 1893-1894 - 139 students, 15 foreign born, 119 of foreign born parents; 1895-1896 - 135 students, 2 foreign born, 126 of foreign born parents), but experienced a decreased attendance when a new district was finally organized in 1897. Mr. John Black (Sarah's husband) taught at Tubac until 1899. His salary for teaching an attendance of 80-90 pupils was \$75.00 per month (Sarah had received a salary increase in 1886 bringing it up to \$80.00 per month).

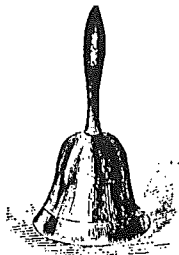
With the rapidly growing school population of the 1890s came the development of community pride. Nogales was growing and Tubac, then a part of southern Pima County, was becoming less dependent upon Tucson. Tubac was, however, increasingly outvoted by the more populated district and demands for legislative consideration often resulted in a stalemate. A new county was first proposed in 1895 (Grant County), again in January of 1899 (Papago County), and by March of 1899, a Substitute Bill for the creation of Santa Cruz County was signed by Governor N. O. Murphy.

With 1900 came a change in the Tubac School District (from #4 to #5, Tubac Precinct #3) and teaching staff. Sarah and John Black had been the only teachers the Tubac students had known in the 15 years prior to the formation of the new county. During the summer of 1899, John Black's teaching license was revoked after he failed to answer a summons to appear before the board of examiners concerning charges of "immoral and unprofessional conduct". It was said that he was "much addicted to the use of intoxicating liquors and was seen both in and out of school in an intoxicated condition". Miss Della Johnson taught the Tubac students for the following two years. Ann Pugh was hired to teach the 1902-1903 session but resigned in February of 1903. William Barret substituted until James Cowan was hired to complete the school year. Cowan remained until 1905, and from then until 1913 District #5 had a new teacher every year, all but one was female. Teachers' salaries then ranged from \$75.00 to \$85.00 per month.

The schoolhouse was remodeled in the summer of 1907 with construction of an additional classroom, a new roof and a new floor. Thirty-four pupils attended school in the Tubac School house that year. Teachers' apartments and indoor plumbing were added later.

By 1913 enrollment was up to 65 pupils and the grades were separated into two rooms (usually grades 1-3 in one room and grades 4-8 in another).

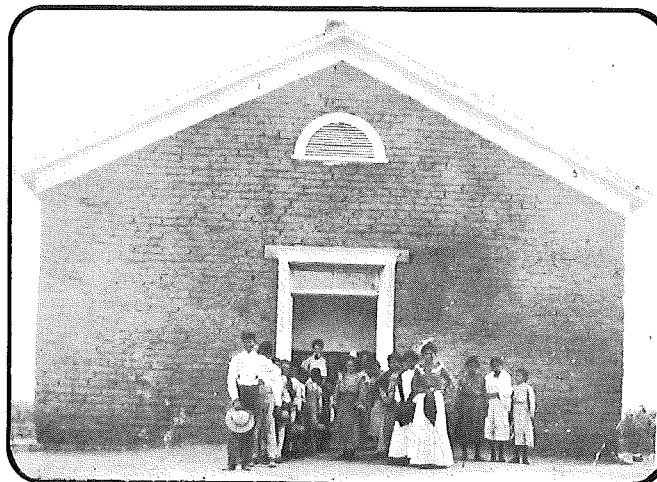
(Majority of above information taken from The History of Tubac , by Doris Bents, 1949.)



Why was the Spanish language included in the Tubac curriculum?

Name the Apache chief responsible for raids in the Tubac area during the late 1800s.

When was Santa Cruz County formed?



Tubac Schoolhouse, circa 1900

ARCHITECTURAL & ENVIRONMENTAL FEATURES OF THE OLD SCHOOLHOUSE & THE TUBAC AREA

The Old Tubac Schoolhouse was constructed from adobe bricks in 1885. The one room schoolhouse was expanded in the early 1900s to accommodate the growing population of Tubac, and also to provide living apartments for the teachers. The adobe bricks were stuccoed and the building painted sometime during the interim. The building is considered an excellent example of the Georgian Revival style common to the 1870s to 1890s in the western United States.

"When I came to Arizona in 1882 Los Angeles was about as big as Nogales is now. All around here were little mining towns everywhere. There were lots of prospectors all over, more prospectors than we will ever see again. They had smelters at Arivaca. They were getting out ore all the time."

The mills at Madera Canyon in the Santa Rita Mountains (visible from the classroom) may have provided much of the wood for constructing and finishing the Old Tubac Schoolhouse.

"The desert was different in those days. There was hardly any mesquite on any of these hills; there were a few cottonwoods on the river. These hills were almost bare. There was grass, but much better than it is now."

The high ceiling and numerous windows serve, along with the adobe bricks, to help regulate temperatures inside the classroom. Adobe does not insulate as such, but defuses heat or cold as it passes from one side to the other.

"The climate then was different too. People say it is just the same as it always was. Well--it isn't. They had dirt roofs--you see the Mexican soldiers camped at Tubac--the houses were built for them. It usually rained in January and February, then when the sun would come out you would see everyone putting out their quilts and blankets to dry. Every house leaked. Since then we only have one of these freshets about every fourteen years, one is about due now."

Open windows allow air to circulate in the warmer months, and a high ceiling allows heat to rise, away from the inhabitants. The windows also provided ample light for working in the years prior to the availability of electricity.

"There used to be a lake at Tumacacori, there was lots of water in the Santa Cruz Valley then."

The wood burning stove provides warmth in the colder months.

The Old Tubac Schoolhouse was added to the National Register of Historic Places in 1972.



How does the adobe brick help regulate the temperature inside the Old Tubac Schoolhouse?

Give two reasons for having so many windows in the building.

EVALUATION

The Re-creation of an 1880s or 1890s School Day Living History Program in the Old Tubac Schoolhouse at Tubac Presidio State Historic Park will be evaluated through post program assessment by participants (students, teachers and volunteers), the park staff, and the viewing public.

The criteria for evaluation will include, but is not limited to, the following: safety, historic authenticity, program objectives, participant and public enjoyment, and future value.

Following are two evaluations submitted by a parent and a teacher in response to past Old Tubac Schoolhouse Living History Programs. They are examples of the kind of information we seek in order to continually enrich this program. This booklet is new - please, comment about it in your evaluation.

... excerpts from Parent and Teacher Evaluations

THE TUBAC ADVENTURE!

The Tubac experience was just that - An Experience! It is one I'll treasure among my most memorable experiences and I'm sure Meghan will, too. I, as a parent, am very happy that my child had the opportunity to be involved in this activity.

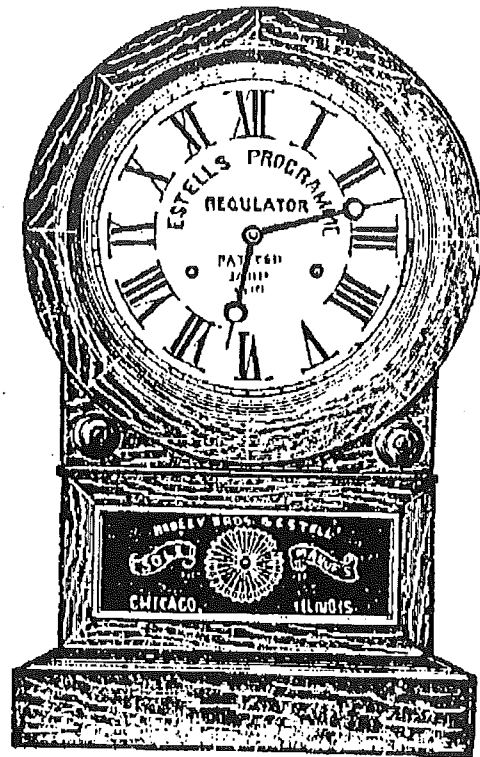
We learned so much by the actual hands-on experience and research that went into making the Tubac Adventure a fun event.

I'm sure that children probably learned much more through the long preparations for their day in history than on the day itself.

Let's make this an annual event. You have my vote and support all the way. I'll help any way I can.

You're a great teacher, Sherral, and we love you for all the time and care you put into our children.

Thank You!
Maria Powell



Patented January 11, 1870.

Dear Cindy,

I would like to take this opportunity to thank you for the suggestion you made last year for my class to give the living history program a try and for all of the encouragement and support which you have provided to us this year. "Getting your feet wet" the first time is always a learning experience and you made it as easy as possible for me. I can't wait to come and have another day next year with some refinements. Following, you will find my assessment and on a separate attachment, the assessments of parents and the children involved. I think that one refinement next year will occur in the area of assessment - they would have been much more accurate had they been completed within a day or two of the experience.

Safety - We had one adult for every two children, adults supervised the fire and the area which contained the heat source. Adults also dished up the hot foods at lunchtime. Children had minimal use of the yard area, due to the rain, which lessened the need for yard safety. Children had an adult to accompany them on trips to the restrooms. Lighting and ventilation were good.

Historic Authenticity - I felt that most of the events of the day were so authentic that it was hard to get back into the 20th century until a few days later. The costumes, books and games were the aspects which made the day seem so real. I was pleasantly surprised that the parents blended in so well and didn't visit or cause interruptions. The State Park staff certainly did as much as they could to create the atmosphere with the furnishings right down to the firewood.

Program Objectives - Nearly all of my objectives have been met. We are still needing to complete our mural of comparison and contrast but all of the ideas have been presented along those lines and I think the kids have a good grasp of the objective. . . Several objectives were accomplished which I hadn't planned on - for example there was much more cooperative learning than I had anticipated would occur. When one child needed a part of a costume, others would pitch in and bring something. The self esteem which was developed will stay in their memories a long time. Many of those expressions of joy have been captured on film and viewing them makes the time invested in the project so worthwhile. It has been a surprise to see so many facts retained about early Arizona history - dates of the Territory, first governor, as well as other people living during the time period such as the relationship of the John C. Fremont family and their house here in Tucson.

Participant and Public Enjoyment - Needless to say, I have not heard one negative comment concerning our day. So many people had so much time committed that I think the "ownership" of the day belonged not only to myself and my students but was one of family involvement.

Future Value - I think that it is the "out of the classroom experiences" which children are able to call up out of their memory store in future years. The more experiences which are positive and create self esteem and self worth will be "warm fuzzies" for their whole life when they reminisce about school.

Sherral Donavan, Teacher
Acacia (formerly Vail) Elementary School, 1987

OLD TUBAC SCHOOLHOUSE - LIVING HISTORY PROGRAM

STUDENT EVALUATION

My Name _____

My Territorial Name _____ Date _____

What did you find out about the territorial days by experience, that you couldn't find out when we read in the textbook?

Which activity did you like best? Please list and rate your favorite/least favorite activities in 1, 2, 3 order.

Favorite

Least Favorite

I thought the planning for our Day in Tubac was
_____ a lot of fun _____ just so-so _____ not fun at all _____

I could have done without:

The most important fact I've learned about the territorial days in Arizona is :

When I'm old and grey haired, I'll probably remember:

How did you feel about yourself when we were at Tubac? (Check as many as you feel apply to you.)

- _____ I did a great job!
- _____ I sure helped to make the day be a success!
- _____ I was nervous all day!
- _____ I was nervous at first but not later in the day!
- _____ The day wasn't as good as I thought it would be.
- _____ I was proud of myself and the work I did!
- _____ I did alright.
- _____ I could have done better.
- _____ I wasn't too successful.
- _____ I was glad my parent was there.
- _____ I wished my parent had been there.
- _____ I was glad my parent was not there.
- _____ I wish my parent had not been there.

The subject I liked best during the Tubac school day was
____ Spelling ____ History ____ Reading ____ Math
____ Recitations ____ Drama ____ Other: _____

Concerning lunch:

____ We had enough food ____ I was still hungry

I wish my teacher would have:

If we had an old-fashioned trunk in our classroom and we could put things in it that would be appropriate for the 1880s in territorial Arizona, what would you put in it?

Name at least five things. They could be toys, clothes, tools, household items, or things used in education.

If I could talk to a person whose name I had in Tubac, I would ask them:

If I were the teacher in charge of this project, I would have:

APPENDIX A

List of Territorial Period Student Names

This listing is a compilation of family names that occurred in the Tubac area during the 1880s. You may have more students than this list will cover. If so, "create" some sisters or brothers using these last names and giving them suitable first names.

William Lowe
Irene Mercer
David Martinez
Lillie Bell Mercer
Pasqual Megory
Pauline Mercer
Jesus Burrel
Anna Burrel
Nicolas Herreras
Elena Otero
Henry Jessup
Julia Para
Abrams Salcido
Lorraine Para
Pedro Salcido
Carmen Salcido
Trinidad Verdin
Ramon Sardina
Barclay Newton
Fernando Otero
Thomas Casanega



APPENDIX B

Note: The following excerpts from the territorial period curriculum illustrate the superintendent's expectations for students and teachers. Notice that what is currently called first grade, was then considered fifth grade and *visa versa*. Students were promoted to the advanced grades after fourteen terms (seven years).

1880s SUPERINTENDENT'S REPORT AND CURRICULUM

In January 1882 a list of printed questions (a selection of which appears below) was furnished by the Superintendent of Instruction to each of the County Board of Examiners:

Teacher Examination Questions

PRELIMINARY QUESTIONS AND DIRECTIONS FOR APPLICANTS.

- Number your answers to correspond with the questions, and give due attention to the use of capitals and punctuation.
- An applicant who is a stranger to the County Superintendent must furnish satisfactory evidence that he possesses a good moral character.

Geography

- Give evidence of the rotundity of the earth.
- Bound the State in the United States having the largest area; the State having the smallest area; the most populous State.
- Bound Arizona; give its area, physical features.
- Name the principal products of Arizona; also two of its leading exports and three of its imports.

Other Natural Sciences

- Name the great groups into which the animal kingdom is divided.
- What are the constituent elements of air? Which is essential to animal life?
- What is meant by the planetary system?

Grammar

- Write a sentence containing all parts of speech.
- How does analysis differ from parsing?

Botany

- Name and describe all parts of a plant.
- Mention ten valuable products derived from the vegetable kingdom in the United States.

Theory and Practice

- Do you think it profitable for teachers to prepare carefully for each recitation? What is your practice?
- How may terms and what grades of school have you taught? What is your motive in becoming a teacher?
- How do you provide for the ventilation of your school room?
- After a pupil has been detected in mischief and punished how should he be treated?
- Why should every teacher be free from bad habits, and his life pure?

Arithmetic

- $875 + 769$. Solve and explain as to a child.
- What do you understand by the "Metric System", and what advantages are claimed for it?
- When gold is at a premium of thirty per cent, what is the discount on greenbacks?
- What is the largest square stick of timber that can be sawed from a log thirty-six inches in diameter?

United States History and Constitution

- What permanent settlements were made within the present limits of the United States by the English, Spanish and Dutch prior to the year 1621?
- Name the first Vice-President, and give some account of his life.
- Name in order the steps through which a bill for raising revenue must pass to become a law.

Reading

- What is your method of conducting a recitation in reading?

Physiology and Laws of Health

- Define anatomy; comparative anatomy/ physiology; comparative physiology; hygiene.
- Is it proper to compress the chest?

Orthography

- How many elementary sounds in the English language?
- Should the ear or the eye be trained to be the judge of spelling?
- Papers will be marked by the spelling.



Could you have qualified to teach in the 1880s?

**Course of Study for the Public Schools
of the Territory of Arizona, Prepared under the direction of the
Territorial Board of Education, by M.H. Sherman,
Territorial Superintendent of Public Schools.
Prescott, 1882**

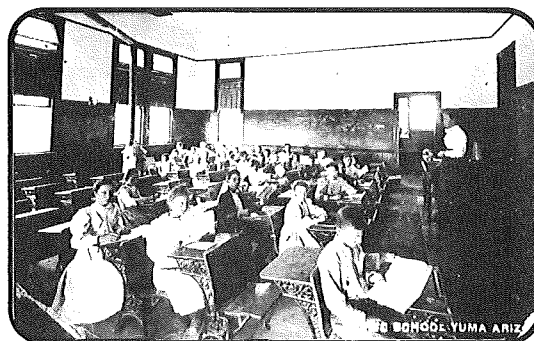
Introduction

This manual containing the course of study prescribed by the Board of Education for the schools of Arizona, with accompanying suggestions, etc., is now placed before the teachers of the Territory, to serve as a guide, and to help them in their arduous perplexing labors incidental to the teacher's profession. While it is not intended to be, like the laws of the Medes and Persians, fixed and inflexible in character, still it is believed that in the same proportion as its directions and suggestions are carried out, in "letter and spirit", will the work of the teacher be rendered easy and satisfactory, and the task of the pupil pleasant and profitable; and, further, which is highly desirable, that the education work of the Territory will be harmonized and greatly enhanced in value.

The time, in years, assigned for the completion of the course of study is based on the supposition that the school year consists of ten months, and that the attendance of the pupil is regular. When the school year consists of less than ten months, or the attendance of the pupil is irregular, the time for the completion of the course must, at the discretion of the teacher, be proportionately extended. It is possible that the circumstances of some particular school may require a slight deviation from the prescribed course. These cases should be strictly exceptional, and, to be properly met, will require great discretion and sound judgement on the part of the teacher.

In preparing this course, it has not been the intention of the Board of Education to restrain, in the least, the originality or inventive genius of the teacher; on the contrary, let every teacher be constantly on the alert for new and better forms of presentation and methods of illustration of every subject and study. From the hearty co-operation of wide-awake, intelligent, progressive teachers in our educational work, can we alone hope to see the schools of our Territory placed in the front rank as to the quality and quantity of work done.

J. C. FREMONT,
T. J. BUTLER,
M.H. SHERMAN,
Territorial Board of Education, of Arizona



Arizona Territorial Period School, circa 1900

Note: From the following comparison of fifth and first grades, beginning students (in what was called fifth grade) were learning the basics, including politeness, and by the end of seven years, (in first grade) they were prepared for the advanced grades, having begun studies in algebra, physiology, and philosophy.

Course of Study of the Public School of Arizona

Fifth Grade - One year and a half or three Terms.

FIFTH GRADE - FIRST TERM

Reading - recognize words at sight

Spelling - by sound first, afterwards by letter

Arithmetic - Thorough knowledge of numbers from 1 - 10 developed by the Grube system, making all possible combinations, results, or numbers used, not to exceed 10. Let the pupil handle the objects for himself as far as possible. Roman numerals to twenty.

Language - Encourage the pupil to free expression of thought. To this end, cultivate the perceptive faculties. Teach a child *how to see and observe* and there will be no trouble in inducing him to talk.

Writing - Teach thoroughly, slanting straight lines, right curve, and left curve; give special attention to proper position of the hand and body. Follow the suggestions given under head of writing.

Oral Instruction - Colors, primary and secondary. Use color charts, color cards, flowers, pieces of ribbon, etc. Encourage the children to furnish specimens of color from any common articles found at home. Talks on politeness; allowing the children to talk about any instances of politeness they have noticed in others.

First Grade - Two years and a half - Five Terms

FIRST GRADE - FIFTH TERM

Reading - Appleton's Fifth Reader, from page 190 to Lesson XCIII on page 278.

Spelling - From Reader.

Arithmetic - Practical Arithmetic. Book Keeping as contained in Appleton's Practical Arithmetic, and review percentage. Review Mental Arithmetic from percentage.

Language - Complete Quackenbos' Grammar, from page lxxix.

Geography - Appleton's Higher Geography, completed from page 95.

Writing - Model Books, Nos. 5 1/2 and 6.

Drawing - Kusi's Analytic Drawing, Book No. 10.

History - Quackenbos' American History to Chapter XIX, on page 147.

Physiology - Continue Huxley and Youmans' to Chapter XVI, on page 370.

Algebra - Perkins' Elementary Algebra, to Simple Equations, on page 57.

Philosophy - Quackenbos' Natural Philosophy, continued from page 165, to Chapter XVI, on page 289.

Suggestions to Teachers

Reading — As no genuine progress can be made in any branch of study until reading has been well and thoroughly taught, let special attention be given to this important study from the very beginning, through the entire course. Be sure that the pupil can read intelligently, grasping the sense of what he reads, and you have given him the key with which he may unlock the door to a liberal education.

To accomplish this desirable result the following suggestions are of value:

1st. The pupil must understand the meaning of every word, allusion or statement contained in what he reads; whether it is historical, scientific, or otherwise. This will insure a proper *conception* of what is to be read.

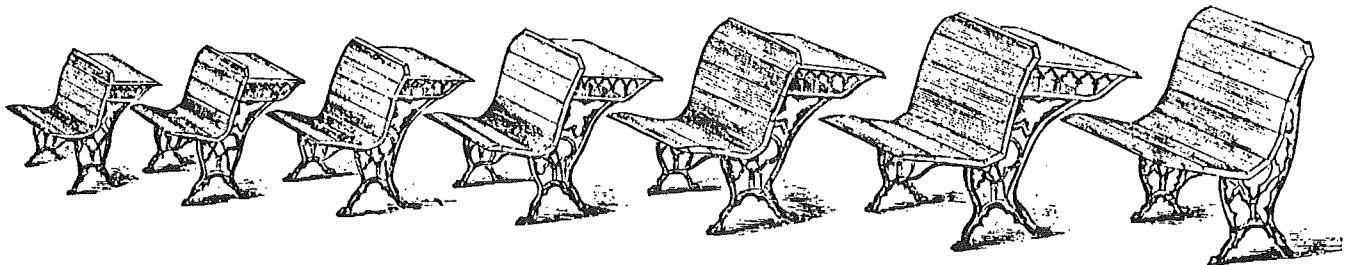
2nd. The next thing in order is to secure correct *expression*. To correct the indistinct utterance which is so common, there is no better remedy than phonetic spelling. Reading backward, singly and earnest, giving the falling inflection to each word and exaggerating the final sound, is an excellent exercise. Require the pupil to give an oral abstract of each sentence in the lesson. Guard constantly against rapid reading, drawling and screeching. Let the tone be natural as in conversation. Cultivate the pupil's taste for good reading, by requiring him to memorize and recite poems and prose extracts, of unquestioned merit. A very young child will be drawn toward a tender little poem, such as Jean Ingelow's "Seven times one," when the trash, which they are sometimes required to learn, will have little attraction for them.

Finally, study carefully, and pursue the plans laid down in the different readers of the series.

Spelling— Learning to spell the words of the English language correctly, means hard work on the part of the pupil and teacher; and yet there are ways of making the work lighter. Training the mind through the eye is all important in this branch of study. Train the pupil to see words *as they are*; that is, to see the letters of a word in their right order and relation to each other. The careless studying of words, or rather the mental jumbling of the letters of a word, which so often passes for study, is the fruitful cause of so much of the bad spelling we daily meet with. Oral spelling is good as a memory drill; but a child should never be required to spell a word orally, until he has a picture of the word fixed in his mind by a proper study of it.

Arithmetic — Use the Grube System through the Fifth Grade, as laid down in the course of study. Aim at rapidity and accuracy, as the all important result, through the fifth and fourth Grades; for at this early stage the child is not capable of reasoning to any great extent. *Processes* and not *problems* should be the rule as far as the Third Grade.

Make arithmetic something *real* to the child. Use blocks, stones or anything that comes to hand in teaching the relations of numbers to each other. For rapid blackboard drill, use the subjoined tables, daily.



Arithmetic Tables

These tables should be reproduced on the blackboard for mental drill. The ingenious teacher can construct other similar tables for the same purpose.

Require individual pupils to point out on the blackboard the combination of the figures in each column above the line across the top of the table with figures below, and give only results.

ADDITION TABLE

5's	2's	3's	4's	6's	7's	8's	9's	10's
10	12	7	5	4	12	3	9	11
6	3	9	3	9	9	2	6	4
11	6	4	6	6	11	7	12	6
5	4	8	10	10	5	8	7	10
4	9	6	4	12	10	12	11	5
1	7	12	1	7	4	19	4	3
3	2	3	11	11	6	9	1	7
7	11	5	9	3	3	11	3	12
12	5	10	12	8	2	6	1	9
9	1	1	7	5	7	5	5	2
2	8	11	2	2	1	4	8	8
8	10	12	8	1	8	1	2	1

Add the first column of "5's" downwards and upwards until the scholar has thoroughly mastered it. Do not allow pupils to repeat five and ten are fifteen, five and six are eleven, five and eleven are sixteen, etc., but require them to point on blackboard to each figure in the column, and give only results: downwards thus, 15, 11, 16, 10, 9, 6, 8, 12, 17, 14, 7, 13; upwards, 13, 7, 14, 17, 12, 8, 6, 9, 10, 16, 11, 15.

Add the other columns in the same manner.

SUBTRACTION TABLE

6's	2's	3's	4's	8's	5's	10's	7's	9's
15	12	9	13	14	11	10	17	12
10	9	11	10	18	15	15	13	9
9	7	5	14	12	13	20	8	19
16	11	12	12	16	9	14	7	17
14	8	10	4	13	5	16	10	14
12	6	8	6	11	8	11	14	18
8	10	6	9	9	6	17	11	15
11	5	4	5	15	10	13	16	10
6	3	7	8	8	7	7	12	12
13	2	3	7	10	12	19	9	14

In teaching the line of "6's", do not allow the pupils to say six from fifteen leaves nine, six from ten leaves four, etc., but require them to point to each figure on the blackboard and give only results; downwards, thus, 9, 4, 3, 10, 8, 6, 2, 5, 0, 7; upwards, 7, 0, 5, 2, 6, 8, 10, 3, 4, 9.

MULTIPLICATION TABLE

4's	3's	6's	9's	2's	5's	7's	8's	10's	11's	12's
9	3	6	11	8	10	8	3	10	12	12
12	4	12	10	11	12	12	6	8	1	6
10	8	7	1	10	1	10	12	12	11	1
2	12	11	4	6	4	9	9	6	4	2
11	10	9	12	5	8	4	5	1	8	4
8	5	4	2	4	9	1	4	2	6	8
7	6	10	6	1	3	3	1	4	4	3
4	11	8	8	3	7	6	8	3	5	11
6	9	3	5	9	5	5	7	9	7	7
3	7	1	7	2	2	11	10	5	10	10
5	1	5	9	7	6	2	2	11	2	5
1	2	2	3	12	11	7	11	2	4	9

Teach the line of "4's" by giving results only; downwards, thus, 36, 48, 40, 8, 44, 32, 28, 16, 24, 12, 20, 4; upwards, 4, 20, 12, 24, 16, 28, 32, 44, 8, 40, 48, 36.

DIVISION TABLE

7's	2's	3's	4's	5's	8's	6's	12's	9's	11's	10's
35	10	33	44	50	72	48	36	36	11	90
56	16	27	16	35	96	18	60	18	132	60
84	24	12	24	45	56	60	108	54	33	70
42	12	15	8	60	40	12	84	90	22	50
7	2	30	4	40	88	36	132	72	121	80
14	4	21	20	25	8	24	144	108	110	40
49	14	6	32	5	32	6	96	99	44	100
70	20	3	48	10	48	66	120	9	88	30
21	6	18	36	15	16	30	72	63	55	110
28	8	36	28	30	80	42	24	81	77	20
63	18	24	40	20	24	72	48	45	66	120
77	22	15	12	55	64	54	12	27	99	10

Teach the line of "7's", giving only results; downwards thus, 5, 8, 12, 6, 1, 2, 7, 10, 3, 4, 9, 11; upwards, 11, 9, 4, 3, 10, 7, 2, 1, 6, 12, 8, 5.

Language — Directions have been given in the course for this study. One or two special exercises may be advised here.

Require the pupil to reproduce, in his own language, stories, read or told by the teacher. Changing poetry into prose is an excellent exercise in the high grades; and copying from the open reader, in the lower and middle grades, is of incalculable value, provided the teacher is vigilant, and sees that the copying is done carefully, with reference to capitals, punctuations, spelling, etc.. Considerable prominence should be given to letter writing, business letters especially. This will afford a wide field for class criticism in composition, spelling, language, and punctuation.

Geography — Interest primary classes first in things that they can understand; common things at hand in the little world that is around them; then lead them out farther and farther, according to the plan given in the course.

If the study of geography does not lead the pupil to a new interest in humanity, his teaching in this branch has been a failure. Do not burden the child's mind with long lists of unimportant towns and rivers, capes and bays, which are to him mere words; but constantly aim to bring form and locality into such a relation with men, their needs, occupations, and industries, that the pupil will obtain an intelligent idea of the features of the land, and general characteristics of the people at the same time.

Writing — Every writing lesson should consist, in part, of drill by the teacher on the blackboard. Intelligent ideas of spacing, proportion, and slant, can only be imparted in this manner. Avoid, except in the Fifth Grade, a blind mechanical imitation on the part of the pupil. In the Fifth and Fourth Grades, let one side of the slate be ruled to exactly correspond in spacing, with the Primary Copy Books. This will aid greatly in proportioning the letters. Use the long pencil for slate writing, so that the pupil can hold the pencil in the same manner as a pen. Give the most careful attention to this matter. Let correct position of the hand be considered of primary importance in the first year's work.

Drawing — Use printed instructions accompanying drawing cards, and the manual which accompany the drawing books.

Oral Instructions — The teachers skill will be thoroughly put to the test this branch. The first thing needful is to gain the attention of the class. Special preparation should precede each exercise, on the part of the teacher. As soon as the interest flags, discontinue the exercise.

Music — While no provision is made for music in the course of study, it is nevertheless strongly recommended that all teachers who understand music sufficiently, shall give some time to systematic drill in the rudiments of singing. Teachers who can lead their pupils in rote singing, should teach two or three carefully selected songs each term. Do not permit boisterous singing.

How to Study — Pupils are often at a disadvantage because they do not know how to study. They dwell on unimportant details, memorize by rote, and without digesting the meaning of what they study.

Let the teacher in assigning a lesson, explain how it is to be studied; what parts are not important; how to group the facts in the best manner for memorizing; show him the necessity of getting at the meaning of every word he memorizes.

Reviews — Weekly reviews are recommended, and shall be oral.

Examinations — Monthly written examinations may be given at the option of the teacher. Written examinations are required for promotion at the close of the term; *provided*, that any scholar failing to obtain the required per cent may go into the next higher class on the recommendation of the class teacher.

Requirement for Promotion — Seventy-five per cent shall be required for promotion in fifth, fourth, third and second grades; seventy per cent in first and advanced grades.

APPENDIX C

1872 Instructions to the Teachers

1. Teachers will fill lamps, clean chimneys and trim wicks each day.
2. Each teacher will bring a scuttle of coal and a bucket of water for the day's use.
3. Make your pens carefully. You may whittle nibs for the individual tastes of children.
4. Men teachers may take one evening each week for courting purposes or two evenings a week if they go to church regularly.
5. After ten hours in the school the teacher should spend the remaining time reading the Bible and other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reasons to suspect his worth, intentions, integrity and honesty.
8. The teacher who performs his labors faithfully without fault for five years will be given an increase of 25 cents a week in his pay--providing the Board of Education approves.

Punishments

	<i>Lashes</i>
1. Boys and Girls Playing Together	4
2. Fighting at School	5
3. Quarreling at School	5
4. Gambling or Betting at School	4
5. Playing at Cards at School	10
6. Climbing for Every Foot Over Three Feet Up a Tree	1
7. Telling Lyes	7
8. Telling Tales Out of School	8
9. Giving Each Other Ill Names	3
10. Swearing at School	8
11. For Misbehaving to Girls	10
12. For Drinking Spiritous Liquors at School	8
13. Making Swings and Swinging on Them	7
14. For Waring Long Finger Nails	2
15. Misbehaving to Persons on the Road	4
16. For Going to Girls Play Places	3
17. Girls Going to Boys Play Places	3
18. Coming to School With Dirty Faces and Hands	2
19. For Calling Each Other Liars	4
20. For Wrestling at School	4
21. For Weting Each Other Washing at Playtime	2
22. Scuffling at School	4
23. For Going and Playing about the Mill or Creek	6
24. For Going about the Barn or doing any Mischief about the Place	7

10 November 1848

Old Sacramento Schoolhouse Museum, September 9, 1977

APPENDIX E

Old Fashioned Remedies

1. Cure for Hiccups - Stand and hold your left elbow for 7 minutes
2. Sneezes - A cross of fresh cow dung on the chest
3. Grasshopper juice is a cure for warts
4. Toothache - Cut off the wart of a horse's leg and rub on the gum
5. Dandruff - Whiskey and rosemary, castor oil and oil of almonds
6. Burns - Rub with a raw potato
7. Cuts - Apply a fresh spider web
8. Keeping the feet warm will prevent the headache
9. A dab of butter on the baby's nose will prevent colds.

APPENDIX F

Proverbs to Help Develop Young Minds!!!

1. Empty vessels make the most sound.
2. Bachelors' wives and maidens' children are well trained.
3. A lie has no legs.
4. Bend the twig and bend the tree.
5. If each would sweep before his own door, we should have a clean street.
6. Every cook praises his own broth.
7. Faint heart never won fair lady.
8. Listeners never hear any good of themselves.
9. Don't count your chickens before they are hatched.
10. Life is not so short but that there is always time for courtesy.

Past Patterns

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Kids find hardship went with Territory

History revisited in pioneer school

By Steffannie Fedunak
The Arizona Daily Star

More than 20 fourth-graders spent a rainy day in a one-room school, used a potbellied stove for heat and read from Appleton's readers to learn their lessons yesterday.

As part of a history lesson on the Arizona Territory and the 1880s, the Vail School pupils went to class in an adobe schoolhouse at Tubac Presidio State Historic Park.

"We're learning that it was kind of difficult, more than it is in 1988," said Steven Dals, 10. "Because back then you had to walk to school and you didn't have buses ... I think that would be kind of hard ... They didn't have playgrounds you can use; they had jacks and marbles and jump ropes."

Use of the schoolhouse, along with copies of the original readers used by children who attended the school in the 1880s, is

provided by the state park as part of the Old Tubac Schoolhouse Living History Program. The program was begun in 1974, but only three classes have made use of it.

Teacher Sherall Donovan began yesterday's class with a pledge of allegiance to a flag with only 38 stars — the number of states in the 1880s. Next came recitation of the Lord's Prayer, another common practice at the time.

After a spelling bee, the boys, dressed in knickers and suspenders, and the girls, wearing long flowered dresses and bonnets, broke for lunch.

The pupils each made their lunch pails out of coffee or lard cans, and added wire handles to make the pails look like those carried to school in pioneer days. As in the 1880s, they made their own ginger snaps, beef jerky and tortillas.

They also dipped their own candles and made their slates for class.

They made a dunce cap too, just in case it was needed.

All of the Vail pupils adopted the names on the school's original roll for the day.

"I like how we work (here)," said Steven, otherwise known as Billy Lowe. "Kids go to the chalkboard and stuff."

Although rainy weather kept the class from going outside to play "drop the hanky" or marbles, the children seemed to enjoy putting what they had learned to use.

But would they like to attend a pioneer school all the time?

"That would be fun," said Sara Peck, 9. "Well, sort of fun for us."

But even after 100 years, the children proved that kids will be kids when it comes to school.

As Donovan taught vocabulary at the front of the room, a boy was passing notes to a classmate

The Arizona Daily Star
Tucson, Arizona
Thursday, March 3, 1988

on his slate. Another drew comics on his. And one boy was caught red-handed playing with his marbles.

In line with the discipline of the time, the marble player was sent out to the back of the schoolhouse for disrupting class.

"I sat down and all the marbles slipped out of my pocket," he said in his defense.

Donovan said the project involved a lot more work than she thought, but with the help of parents and the enthusiasm of her pupils, she said would try to use the schoolhouse for future classes.

"It's not just these kids," she said. "We've involved the whole family. It's an experience they've shared together."

Just before heading back to the front of the room to assume her role as Mrs. Sarah Black, Tubac schoolteacher, she said:

"I hope that they're getting an understanding of the past and the continuity of the past and present. ... That's what I really want them to get."